



Western Washington University
Western CEDAR

Office of Survey Research

Institutes, Centers, and Offices

1-1-2008

Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-up Survey of Students Who had Entered as Freshmen in the Fall, 2005

Richard Bulcroft

Western Washington University

Linda D. (Linda Darlene) Clark

Western Washington University

Sara Jones

Western Washington University

Gary (Gary Russell) McKinney

Western Washington University

Follow this and additional works at: https://cedar.wvu.edu/surveyresearch_docs



Part of the [Educational Assessment, Evaluation, and Research Commons](#)

Recommended Citation

Bulcroft, Richard; Clark, Linda D. (Linda Darlene); Jones, Sara; and McKinney, Gary (Gary Russell), "Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-up Survey of Students Who had Entered as Freshmen in the Fall, 2005" (2008). *Office of Survey Research*. 516.

https://cedar.wvu.edu/surveyresearch_docs/516

This Report is brought to you for free and open access by the Institutes, Centers, and Offices at Western CEDAR. It has been accepted for inclusion in Office of Survey Research by an authorized administrator of Western CEDAR. For more information, please contact westerncedar@wwu.edu.

WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)
SPRING, 2006, FOLLOW-UP SURVEY OF STUDENTS WHO
HAD ENTERED AS FRESHMEN IN THE FALL, 2005

REPORT 2008-03

Gary R. McKinney
Sara Jones
Richard Bulcroft
Linda Clark

January, 2008

Table of Contents

Western Educational Longitudinal Study (WELS) Summer, 2006, Follow-up of Students Entering as Freshmen in Fall, 2005

Response Rate & WELS Background	2-3
College Activities	4-5
Academic Advising	6
Tutorial Center	6
Library	6
Majors	7-8
Course Selection	9
GURs	9
Western's Culture	10
Service Learning	10
Common Items	11-12
Engagement	13-14
Academic Success	15-16
Academic Difficulties	16-17
Personal Difficulties	18-19
Transition	20
Work	20
Academic Self-Concept	21
Transferring	22
Academic Reflection	23
Motivation	23
Study Styles	24
Learning Styles	25
Attitudes	26
Resources	27

WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS) SPRING, 2006, FOLLOW-UP SURVEY OF STUDENTS WHO HAD ENTERED AS FRESHMEN IN THE FALL, 2005

WELS BACKGROUND

The Western Educational Longitudinal Study (WELS) is a series of internal longitudinal surveys of all in-coming first-year and transfer students administered every two to three years. This study involves an initial assessment of students prior to entering Western and then a series of follow-ups at different points in their academic careers. The purpose of this study is threefold: (1) To assess student needs based on their self-reported characteristics, perceptions and concerns; (2) To provide data that can be used to better assess academic and co-curricular programs by providing baseline entry data that can be used as statistical controls in analyses to offset the inability to conduct randomized studies; and (3) To maintain an ongoing record of student knowledge acquisition, ability levels, and other general education outcomes to address concerns of accountability and accreditation.

The WELS is conducted by the Office of Survey Research (OSR) and uses a mixture of on-line and telephone survey methodologies. Since the data collected in these studies includes identifying information, these data can and are linked with data in student records, thus expanding their usefulness beyond what could be obtained using large national studies such as the National Study of Student Engagement (NSSE). Although WELS data cannot, like other national studies, be used for comparisons to other institutions, the surveys have more flexibility in content to allow them to be tailored to Western's needs.

WELS 2003 COHORT

The first WELS was administered in the summer, 2003, and included only in-coming freshmen (no transfers)¹. The baseline survey was developed as a result of meetings with various stakeholders across campus (the Provost's Office, student services, deans, the faculty senate, ATUS, etc.) as well as focus groups with students and a search for potentially useful items used on various national surveys. This baseline included 1580 out of 2225 incoming first year non-transfer students (a response rate of 71%). This cohort was then followed up at the end of their first quarter (fall, 2003: 42% response rate), the end of their first year (spring, 2004: 55% response rate), and the end of their second year (spring 2005: 70% response rate), and at the end of their third year (see details below). They will also be assessed at the end of their fourth year. Each follow-up survey is designed to address pressing concerns about student needs, programming, and accountability and accreditation standards pertinent to the students' year in college. (For example, the first quarter follow-up of the 2003 cohort was focused on how well students make the adjustment to college; and the first and second year follow-ups focused on GURs, since students were in the midst of completing most of their GURs and the requirement itself was under review at the time).

WELS 2005 COHORTS

A second series of WELS baseline surveys was initiated in the summer, 2005, and again included all in-coming freshmen, although this time a separate baseline survey was developed for transfer students as well. The baseline for the 2005 survey of freshmen included 1691 out of 2386 incoming students (a response rate of 71%). The baseline for the 2005 survey of transfers included 875 out of 1029 entering transfer students (a response rate of 85%).

The end-of-fall-quarter, 2005, "transitions" survey for the freshmen cohort included 1371 students out of 2375 (a response rate of 58%). The end-of-fall-quarter, 2005, "transitions" survey for transfer students included 499 out of 1029 students (a response rate of 48%).

¹Current definitions of the term "freshmen" include nowadays a small percentage of students who do not fit the traditional profile of a freshman. These include high school students who have earned Running Start and Advanced Placement (AP) credits. Technically, these students are entering college for the first-time, but may have earned as many as 90 college credits.

The one-year follow-up of freshmen entering Western in fall, 2005, was conducted in spring, 2006, and included 1061 out of 2261 still enrolled freshmen (a response rate of 47%). The one-year follow-up of transfers entering Western in fall, 2005, was also conducted in spring, 2006, and included 497 out of 992 still enrolled transfers (a response rate of 50%).

CURRENT SURVEY

This report presents findings from the spring, 2006, one-year follow-up survey of students who had entered as freshmen in fall, 2005. There were 1061 completed surveys out of the 2261 who were still registered in the Spring (47%). Of these, there were 667 students who took the survey online and 394 who took the survey over the phone. The major focus of this survey was to follow-up on changes in personal learning traits assessed in the Motivated Strategies for Learning Questionnaire (MSLQ). Separate subsets of the sample were given questions on perceived requirement for academic success, academic self-concept, academic reflection, academic motivations, study styles, and learning styles. In addition, questions from previous baseline and follow-up surveys were included on participation in first-year programs, student services, and academic advising and tutorial services; course selection and registration experiences; attitudes toward GURs, the culture at Western, and service learning; academic skills and competencies; academic and social engagement; academic and personal difficulties; work experiences; perceptions of the first-year transition; intentions regarding transferring and graduating on time; and general attitudes.

To find out more about previous surveys of the 2003 freshmen WELS cohort, see the following reports:

Western Educational Longitudinal Study (Report No. 2003-02).

Western Educational Longitudinal Study: Fall 2003 Freshmen Transition Survey. Focus: A Research Summary, 8, (4), 1-8.

Western Educational Longitudinal Study: Spring, 2004, Follow-up of Freshmen Entering Fall, 2003 (Report No. 2004-01).

Western Educational Longitudinal Study (WELS): Spring, 2005, Follow-up of Freshmen Entering Fall, 2003 (Report No. 2006-01).

To find out more about previous surveys of the 2005 freshmen and transfer WELS cohorts see the following reports:

Western Educational Longitudinal Study (WELS) Fall, 2005, Baseline Survey of In-coming Transfers (Report No. 2006-02).

Western Educational Longitudinal Study (WELS): Fall, 2005, Baseline Survey of In-coming Freshmen (Report No. 2006-03).

Western Educational Longitudinal Study (WELS) Freshmen in Transition: Fall Quarter, 2005, In-coming Freshmen Surveyed at the End of Fall Quarter, 2005 (Report 2006-04).

Western Educational Longitudinal Study (WELS) Transfers in Transition: Fall Quarter, 2005, In-coming Transfers Surveyed at the End of Fall Quarter, 2005 (Report 2006-05).

Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-up Survey of Students Who Had Entered as Freshmen in the Fall, 2005 (Report 2008-02)

Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-up Survey of Students Who Had Entered as Transfers in the Fall, 2005 (Report 2008-03)

College Activities

For each program or event, please indicate whether or not you attended or participated in it.	No	Yes
Prior to Fall Quarter: Transitions Make-up for Transfers (n=581)	98%	2%
Prior to Fall Quarter: Fall Orientation for Freshmen (n=584)	13%	87%
First Week of Fall Quarter: Opening Convocation (n=584)	45%	56%
First Week of Fall Quarter: LateNight@WWU at the Wade King Student Recreation Center (n=581)	60%	40%
First Week of Fall Quarter: LateNight@WWU at the Viking Union (n=582)	55%	45%
First Week of Fall Quarter: High Street Music Festival (n=580)	72%	28%
First Week of Fall Quarter: Ethnic Student Center (ESC) Kick-off at the PAC (n=579)	94%	6%
Early Fall Quarter: Distinguished Lecture Series—Jonathan Kozol (n=581)	93%	7%
Early Fall Quarter: Distinguished Lecture Series—John Paul Jones (n=581)	97%	3%
Early Fall Quarter: Night Out with the Vikings (n=579)	89%	11%
Early Fall Quarter: Residence Hall MSLQ (Motivated Strategies for Learning Questionnaire) Workshop (n=581)	97%	3%
Early Fall Quarter: Project FreshStart Alcohol Assessment (n=580)	71%	30%
Early Fall Quarter: Western Acts (n=581)	88%	12%
Early Fall Quarter: Battle in Seattle (n=582)	75%	25%
Middle of Fall Quarter: Freshmen Advising Connection (n=581)	74%	26%
Middle of Fall Quarter: Distinguished Lecture Series—Rita Dove (n=580)	97%	3%
* Middle of Fall Quarter: A Chance for Change Service Learning Fair (n=581)	96%	4%
* Middle of Fall Quarter: Make a Difference Day: Day of Service (n=580)	91%	10%
Middle of Fall Quarter: Western's Really Big Weekend (n=580)	65%	35%
Middle of Fall Quarter: Ethnic Student Center (ESC) Retreat at Camp Casey (n=579)	97%	3%
Late Fall Quarter: Turning Point Lecture with Dawn Prince Hughes (n=577)	98%	2%
Throughout Fall Quarter: Advising in the Residence Halls Program—Open or General Sessions (n=577)	77%	23%

College Activities (cont.)

Please indicate how many times during winter or spring quarters you attended or participated in any of the following university organized events or activities.

	Never	Once	Twice	Three Times	Four Times	Five or More
Distinguished Lecture Series (n=1053)	71%	20%	6%	2%	1%	1%
Other special academic presentations (n=1046)	52%	24%	15%	5%	1%	3%
Information fairs or sessions (n=1050)	33%	30%	26%	8%	2%	1%
Special advising or learning workshops or sessions (n=1042)	64%	23%	9%	3%	1%	1%
University-organized social events (n=1057)	25%	16%	20%	16%	7%	16%

During this past year, Western's student services has been e-mailing students on a weekly basis about important campus events, resources and opportunities. How often over the course of winter and spring quarters did you read these e-mails? (n=1057)

	Never	Rarely	Sometimes	Often	Very Often	Almost Always
	7%	17%	26%	16%	10%	25%

During winter and spring quarters, how many times did you attend an event, utilize a service, or take advantage of some opportunity because you found out about it through one of Western's weekly e-mails? (n=1034)

	Never	Once	Twice	Three Times	Four Times	Five or More
	25%	21%	22%	15%	7%	10%

Academic Advising

Do you know who your academic advisor is? (n=1061)

No 37%

Yes 63%

How many times have you been contacted by email, mail or phone by an academic advisor or the Academic Advising Center this year? (n=1050)

None	Once	Twice	Three times	Four times	Five times	Six or more
21%	13%	16%	17%	10%	7%	17%

How satisfied or dissatisfied are you with the level and quality of advising you have received this past academic year from Western? (n=1058)

1: Very dissatisfied	2	3	4: Indifferent	5	6	7: Very satisfied
3%	8%	14%	31%	20%	18%	6%

Tutorial Center

Did you visit the Tutorial Center in Old Main at all this year? (n=1061)

No 58%

Yes 42%

How would you rate the effectiveness of the Tutorial Center staff in helping you with what you needed? Would you say it was... (n=426)

Excellent	Good	Fair	Poor	Very poor
19%	55%	21%	5%	1%

Library

How often, if at all, have you used the campus library's facilities—that is, their materials and services either online or in person for coursework and not just for study space? (n=244)

Never	Rarely	Sometimes	Often	Very often
6%	20%	32%	26%	16%

Majors

If you had to choose a major today, what would it be?

Accounting	3%	Geography	0%
American Cultural Studies	0%	Geology	1%
Anthropology / Archaeology	3%	German	0%
Art	2%	History	1%
Art History	0%	Human Services	1%
Biochemistry	3%	Humanities	0%
Biology	6%	Industrial Design	1%
Canadian-American Studies	0%	Industrial Technology	1%
Chemistry	3%	Journalism	2%
Communication	4%	Linguistics	1%
Communication Sciences and Disorders	1%	Management	5%
Community Health	0%	Manufacturing & Supply-Chain Management	0%
Computer Science	2%	Manufacturing Engineering Technology	1%
Dance	0%	Mathematics	1%
Decision Sciences	0%	Music	1%
East Asian Studies	0%	Philosophy	0%
Economics	2%	Physical Education and Health	2%
Electronics Engineering Technology	1%	Physics	1%
Elementary Education	4%	Planning & Environmental Policy	0%
English	3%	Plastics Engineering Technology	0%
Environmental Education	0%	Political Science	3%
Environmental Science	2%	Psychology	5%
Environmental Studies	2%	Recreation	1%
Exercise and Sports Science	2%	Secondary Education	2%
Fairhaven	1%	Sociology	4%
Finance & Marketing	3%	Spanish	2%
Financial Economics	1%	Special Education	1%
French	1%	Theatre Arts	2%
General Studies	0%	Other	9%

Majors (cont.)

On a scale of 1 to 7, how certain are you that this will be your major when you graduate? (n=1056)	1: Not at all certain	2	3	4	5	6	7: Absolutely certain
	9%	6%	10%	15%	22%	22%	17%

How would you rate your knowledge about the different academic majors and their requirements at Western? (n=1056)

I haven't really looked at any of the possible academic majors yet.	5%
---	----

I have looked at a few of the different majors, but I haven't examined any very closely.	20%
--	-----

I have looked at many of the different majors, but I haven't examined any very closely.	8%
---	----

I have examined some majors in some depth.	31%
--	-----

I have examined some majors in great depth.	29%
---	-----

I have examined many of the majors in some depth.	5%
---	----

I have examined many of the majors in great depth.	3%
--	----

Course Selection

Please indicate the extent to which you used each of the following sources of information when making decisions about what courses to register for during Spring Quarter.

	Extremely	Very	Somewhat	A little	Not at all
Course catalog information (n=393)	30%	36%	20%	8%	5%
Your academic advisor (n=378)	4%	7%	14%	17%	59%
Your friends (n=397)	7%	26%	33%	22%	12%
Members of your family (n=393)	3%	9%	19%	22%	46%
Classfinder (n=396)	48%	34%	11%	5%	3%

During Spring Quarter, when you found that courses you wanted or needed to take were full, how often did you...

	Always	Often	Sometimes	Rarely	Never
...try repeatedly to register. (n=361)	20%	34%	21%	11%	15%
...give up and find a different class. (n=366)	9%	33%	38%	13%	8%
...make sure to get on the course's waiting list. (n=359)	7%	11%	13%	12%	57%
...get an override code from the course professor. (n=360)	6%	6%	15%	16%	57%

GUR

Western students are expected to take courses in a wide range of areas as a part of their general educational experience (the General University Requirements). To what extent do you agree or disagree with each of the following statements about GURs.

	1: Strongly agree	2	3: Neither	4	5: Strongly disagree
Taking GUR courses gives me useful skills and ideas (n=380)	16%	55%	11%	13%	4%
GUR course requirements interfere with my taking courses that really interest me (n=379)	20%	36%	17%	22%	5%
I use GURs as a key source for exploring potential majors (n=375)	20%	38%	13%	17%	12%
Completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required (n=379)	24%	35%	17%	17%	7%
My GUR courses have really broadened my perspective on the world (n=378)	16%	34%	24%	14%	11%
My GUR courses are teaching me a lot about cultural diversity (n=379)	12%	35%	24%	15%	13%
Overall how satisfied are you with the courses you took this year? (n=394)	Extremely	Very	Somewhat	A Little	Not At All
	8%	58%	26%	7%	1%

Western's Culture

Below is a list of statements about the student culture at Western. To what extent do you agree or disagree with the statement that "Western is a place where..."

	1=Strongly disagree	2	3	4=Neither	5	6	7=Strongly agree
... students are regularly engaged in intellectual/academic discussions outside the classroom. (n=662)	1%	5%	9%	23%	37%	18%	8%
... students are focused on social relationships more than academics. (n=658)	2%	4%	15%	41%	28%	8%	2%
... students are actively engaged in political and environmental causes. (n=653)	1%	3%	8%	15%	32%	28%	14%
... there is a lot of drinking and pot smoking (or other drug use). (n=658)	2%	4%	11%	28%	29%	18%	9%
... life in the residence halls is clearly separate from life in the classroom. (n=655)	1%	8%	17%	28%	22%	17%	8%
... there are many opportunities for social activities so it is difficult to study. (n=658)	6%	12%	24%	33%	18%	6%	2%
... religion and religious activity play a central role in students' lives. (n=657)	7%	19%	21%	32%	14%	6%	2%
... many students have friendships with others of different race/ethnicity. (n=659)	2%	2%	4%	13%	22%	31%	26%
... students accept others with different lifestyles, ability levels and values. (n=658)	1%	1%	3%	11%	22%	37%	25%



Service Learning

On a 1 to 7 scale (1=not at all familiar; 7=extremely familiar), how familiar are you with ...

	1=Not at all familiar	2	3	4	5	6	7=Extremely familiar
... human services needs of the people of Bellingham and Whatcom County? (n=408)	35%	23%	18%	13%	7%	3%	1%
... volunteer work opportunities at Western, in Bellingham or elsewhere? (n=408)	20%	23%	23%	15%	14%	4%	2%

Common Items

Please tell me the extent to which you are comfortable with your ability in each of the areas listed below.	Extremely	Very	Somewhat	A little	Not at all
Writing effectively (n=395)	25%	41%	28%	5%	2%
Speaking effectively (n=395)	16%	34%	33%	11%	6%
Critically analyzing written information (n=394)	14%	41%	36%	7%	1%
Defining and solving problems (n=393)	19%	44%	31%	6%	1%
Working and/or learning independently (n=394)	29%	50%	19%	2%	1%
Working cooperatively in a group (n=392)	21%	54%	22%	2%	0%
Understanding and applying scientific principles and methods (n=387)	15%	27%	40%	15%	3%
Understanding and applying quantitative principles and methods (n=388)	13%	33%	36%	16%	3%
Understanding and appreciating differing philosophies/cultures (n=389)	23%	40%	31%	5%	2%
Understanding the interaction of society and the environment. (n=393)	21%	39%	33%	7%	0%
Working effectively with technology, especially computers (n=391)	21%	36%	31%	11%	2%
Using management/leadership capabilities (n=392)	18%	36%	37%	8%	1%
Understanding organizations and how people behave in them (n=393)	16%	37%	38%	8%	1%

Common Items (cont.)

Using all students entering college for the first time this coming fall as a comparison standard, how would you rate your own abilities in each of these areas today.	Well below average	Somewhat below	Slightly below	About average	Slightly above	Somewhat above	Well above average
Writing skills and effectiveness. (n=655)	1%	1%	4%	25%	31%	31%	8%
Oral communication and public speaking skills. (n=652)	1%	4%	15%	27%	26%	22%	7%
Ability to critically evaluate written information. (n=650)	1%	1%	5%	28%	31%	28%	7%
Ability to define research or analysis problems in such a way that you can see clearly what steps you need to take to solve them. (n=653)	1%	1%	6%	34%	36%	19%	3%
Ability to work and learn independently without being given directions. (n=655)	1%	1%	5%	19%	29%	32%	13%
Ability to work cooperatively in a group, no matter who is in it, to successfully solve problems. (n=655)	0%	1%	5%	21%	32%	29%	12%
Ability to understand and apply formal scientific principles and methods to solve problems. (n=654)	1%	2%	11%	37%	27%	16%	6%
Ability to understand and apply quantitative or mathematical / statistical principles and methods to solve problems. (n=655)	2%	4%	13%	32%	25%	18%	7%
Knowledge and understanding of different cultures and philosophies. (n=653)	0%	1%	11%	29%	29%	23%	6%
Knowledge and understanding of how humans impact the environment. (n=653)	1%	1%	6%	27%	31%	26%	9%
Ability to work effectively with technology, especially computers. (n=655)	1%	2%	8%	28%	26%	23%	12%
Leadership skills and the ability to manage the work of others. (n=652)	1%	3%	6%	28%	31%	23%	9%
Knowledge of the dynamics of social relationships and organizations. (n=653)	0%	1%	6%	33%	33%	20%	6%
Ability to use library resources such as reference books, online databases, special collections and others sources. (n=655)	2%	5%	16%	39%	20%	14%	5%
Ability to organize the results of library research into a research paper. (n=655)	1%	3%	12%	35%	28%	17%	6%
Knowledge and understanding of plagiarism and your ability to avoid it. (n=652)	1%	0%	2%	19%	21%	31%	26%

Engagement

Please indicate how much time you typically spent engaged in each of the following activities during this past academic year.

	A great deal	Quite a bit	Some	A little	None
Student government (n=391)	3%	3%	4%	11%	79%
Socializing with friends (n=395)	53%	31%	12%	4%	0%
Sports, exercise or other recreational activities (n=394)	24%	30%	29%	14%	2%
Performing or fine arts activities (n=390)	5%	10%	19%	27%	39%
Academic, political, ethnic, religious or social clubs (n=392)	9%	13%	15%	21%	42%
* Community service, volunteer work or service learning projects (n=392)	4%	8%	23%	29%	36%

Thinking back over the past academic year, to what extent were you involved in each of the following activities using a scale of 1 to 7.

	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
Academic clubs (e.g., language clubs, fine arts, honors society). (n=223)	66%	18%	9%	4%	2%	1%	1%
Organized team sports or other recreational exercise activities. (n=224)	34%	16%	15%	15%	5%	6%	9%
Non-academic school clubs (e.g. student government, religious, social). (n=223)	52%	13%	12%	10%	5%	4%	5%
Other non-academic school activities (e.g., assisting coaches, teachers). (n=222)	65%	11%	10%	7%	4%	0%	2%
* Community services or volunteer work. (n=223)	45%	27%	14%	9%	4%	0%	2%
High school or community college service learning projects. (n=221)	84%	5%	4%	5%	0%	2%	1%

Engagement (cont.)

Thinking back over the past academic year, to what extent did you spend your time engaged in each of the following activities outside of school?

Not at all	A little	Somewhat	Quite a bit	A lot	Quite A lot	A great deal
------------	----------	----------	-------------	-------	-------------	--------------

Socializing with friends. (n=216)	1%	3%	7%	17%	23%	28%	21%
-----------------------------------	----	----	----	-----	-----	-----	-----

Participating in organized family activities (recreational, religious, dining). (n=217)	12%	33%	21%	15%	9%	5%	5%
---	-----	-----	-----	-----	----	----	----

Recreational television watching. (n=216)	18%	29%	15%	20%	8%	8%	3%
---	-----	-----	-----	-----	----	----	----

Recreational internet use and computer/ video game playing. (n=217)	5%	7%	21%	21%	18%	18%	10%
---	----	----	-----	-----	-----	-----	-----

Reading novels for personal enjoyment. (n=217)	17%	26%	18%	21%	9%	6%	5%
--	-----	-----	-----	-----	----	----	----

Reading the newspaper or other sources of news. (n=217)	18%	29%	19%	18%	8%	5%	3%
---	-----	-----	-----	-----	----	----	----

Watching/ listening to information or news programming on television/ radio. (n=216)	21%	32%	22%	15%	7%	1%	1%
--	-----	-----	-----	-----	----	----	----

* Participating in civic activities or political action. (n=216)	45%	23%	15%	10%	6%	1%	0%
--	-----	-----	-----	-----	----	----	----

Please indicate the extent to which you engaged in each of the following:

Not at all	A little	Somewhat	Quite a bit	A lot	Quite A lot	A great deal
------------	----------	----------	-------------	-------	-------------	--------------

I approached teachers to discuss ideas for a class paper or project. (n=1031)	14%	28%	27%	15%	11%	4%	2%
---	-----	-----	-----	-----	-----	----	----

I asked instructors to give me comments or criticisms about my work. (n=1034)	18%	28%	25%	15%	8%	4%	2%
---	-----	-----	-----	-----	----	----	----

When I had difficulties in a course I approached the teacher for help. (n=1030)	13%	23%	23%	17%	13%	7%	5%
---	-----	-----	-----	-----	-----	----	----

I formed friendships based on shared academic activities or interests. (n=1034)	11%	20%	26%	18%	14%	7%	4%
---	-----	-----	-----	-----	-----	----	----

If there was material I didn't understand, I asked about it in class. (n=1032)	13%	24%	24%	16%	12%	6%	5%
--	-----	-----	-----	-----	-----	----	----

I contributed to classroom discussions by bringing up new ideas in class. (n=1031)	12%	24%	24%	18%	12%	6%	4%
--	-----	-----	-----	-----	-----	----	----

I talked about course material I was learning with someone else other than a teacher. (n=1029)	2%	9%	19%	24%	21%	14%	12%
--	----	----	-----	-----	-----	-----	-----

Academic Success

To what extent do you agree or disagree with each of the following statements about how to succeed at Western?	1=Strongly disagree	2	3	4=Neither	5	6	7=Strongly agree
In order to succeed at Western a student needs to do at least 2 hours of work for every hour that they have of class time. (n=213)	7%	9%	22%	25%	18%	12%	7%
It isn't really necessary to complete all assigned readings before each class when they are due, as long as you get them done before an exam.. (n=213)	7%	14%	16%	22%	29%	11%	2%
Participating in a lot of outside activities during the days prior to an exam should not interfere with doing well on the exam. (n=213)	5%	10%	22%	30%	19%	10%	3%
It's really important to complete all school assignments before spending time in other activities. (n=213)	3%	7%	20%	24%	24%	15%	7%
It's possible to skip class occasionally and still do well in a course. (n=212)	2%	5%	6%	17%	30%	29%	11%
To do well in a course all you need is to do the minimum work required. (n=213)	18%	31%	30%	16%	4%	1%	1%
It is important to plan and start assignments weeks before they are due. (n=213)	3%	7%	14%	29%	24%	15%	9%

Academic Difficulties

Please indicate how difficult each of the following academic experiences has been for you this past academic year.					
	Extremely	Very	Somewhat	A little	Not at all
Managing your time effectively (n=391)	4%	18%	39%	29%	10%
Managing your coursework (n=389)	2%	15%	40%	32%	12%
Paying attention in large lecture classes (n=386)	5%	22%	31%	26%	17%
Preparing for and presenting your work in front of a class (n=326)	1%	12%	35%	27%	25%
Sharing with other students in a discussion group (n=384)	2%	8%	24%	31%	36%
Getting to class consistently (n=390)	2%	7%	15%	22%	53%
Completing reading and coursework on time (n=390)	4%	13%	28%	32%	24%
Doing well on multiple choice tests (n=386)	6%	11%	26%	29%	29%
Writing papers as part of your coursework (n=385)	4%	12%	29%	29%	26%
Balancing your coursework with social life (n=388)	6%	17%	27%	30%	20%
Balancing your coursework with personal activities (n=390)	5%	15%	27%	33%	20%
Balancing your coursework with family or community obligations (n=384)	3%	9%	19%	26%	44%
Getting access to courses you need to prepare for your major (n=367)	5%	16%	29%	27%	23%

Academic Difficulties (cont.)

Thinking back over the past academic year, how difficult did you find each of the following?	1=Not at all difficult	2	3	4	5	6	7=Extremely difficult
Performing well in large classes. (n=653)	19%	23%	18%	16%	16%	6%	3%
Maintaining a high GPA. (n=650)	4%	11%	17%	20%	22%	16%	11%
Writing long, in-depth papers. (n=619)	4%	12%	18%	23%	25%	13%	5%
Performing well on multiple-choice exams. (n=647)	9%	22%	21%	22%	15%	7%	3%
Being able to attend all your classes regularly. (n=653)	33%	22%	12%	11%	12%	7%	3%
Meeting family expectations for, or interference with, your academic work. (n=644)	26%	23%	15%	16%	12%	6%	3%
Fitting in with others and making friends at Western. (n=652)	24%	24%	17%	15%	11%	6%	3%
Managing stress and other sources of emotional upset. (n=650)	9%	18%	22%	18%	19%	9%	5%
Maintaining your spiritual and/or moral focus and direction. (n=619)	26%	24%	16%	15%	10%	7%	2%
Having enough money and dealing with financial matters and concerns. (n=638)	18%	19%	13%	15%	18%	11%	6%
Maintaining, forming or ending romantic relationships. (n=601)	20%	14%	13%	19%	14%	10%	10%

Personal Difficulties

How difficult has each of the following personal experiences been for you this year?	Extremely	Very	Somewhat	A little	Not at all
Managing your finances (n=381)	6%	12%	29%	31%	23%
Managing your physical and emotional health (n=386)	4%	10%	31%	30%	25%
Getting the emotional support you need to do well in school (n=386)	2%	9%	19%	26%	45%
Dealing with homesickness (n=383)	2%	6%	15%	28%	50%
Managing stress (n=387)	5%	17%	30%	30%	18%
Getting enough sleep (n=388)	9%	22%	29%	26%	14%
Handling the use of alcohol and drugs (n=377)	1%	3%	10%	20%	66%
Fitting in with others at WWU (n=387)	2%	3%	14%	28%	53%
Meeting your family's expectations (n=383)	3%	8%	16%	23%	50%
Getting the financial support you need (n=383)	4%	7%	17%	24%	48%
Finding people you get along with, making friends (n=384)	3%	6%	12%	22%	57%
Being able to maintain your spiritual or religious values (n=344)	2%	6%	10%	15%	68%

Personal Difficulties (cont.)

Thinking back over the past academic year, to what extent would you say that you had difficulty meeting the expectations and obligations of...	Not at all	A little	Somewhat	Quite a bit	A lot	Quite A lot	A great deal
... your parents or other family members? (n=651)	30%	26%	19%	12%	8%	4%	2%
... your friends or peer group? (n=647)	39%	29%	16%	9%	4%	2%	1%
... your boyfriend/girlfriend or other romantic relationships? (n=641)	50%	16%	11%	12%	6%	4%	3%
Thinking back over the past academic year, how much difficulty did you have balancing the time and other demands of family, friends, school, and/or your workplace? (n=652)	Not at All	A Little	Somewhat	Quite a Bit	A Lot	Quite A Lot	A Great Deal
	7%	15%	23%	25%	21%	6%	3%
Thinking back over the past academic year, how often would you say you felt ...	Not at all	A little	Somewhat	Quite a bit	A lot	Quite A lot	A great deal
... overwhelmed with academic work and other responsibilities? (n=652)	2%	11%	20%	28%	26%	10%	4%
... depressed or stressed out about something? (n=651)	8%	17%	21%	22%	19%	7%	5%
... that you didn't fit in with your peers? (n=651)	22%	30%	18%	14%	10%	4%	2%
... that you didn't have someone that you were close to? (n=650)	32%	23%	13%	12%	10%	7%	3%
... that you were part of a group of friends? (n=652)	12%	12%	11%	13%	13%	14%	25%
... that there was no one you could turn to? (n=651)	43%	25%	10%	10%	6%	3%	3%
Thinking back over the past academic year, how many days during a typical week would you say you...	1=Or fewer	2	3	4	5	6	7=Almost daily
...got less than 8 hours of sleep? (n=1040)	12%	15%	16%	15%	19%	9%	15%
...got at least 30 minutes of planned exercise? (n=1037)	20%	16%	22%	14%	13%	4%	12%
...skipped lunch or dinner? (n=1029)	48%	17%	11%	9%	7%	3%	6%
...drank too much alcohol or used drugs recreationally? (n=1038)	80%	10%	4%	3%	1%	1%	1%

Transition

Please rate your transition to Western in terms of the following:	Very poor	Poor	Fair	Good	Excellent
Getting access to the courses you need (n=1039)	4%	12%	38%	37%	10%
Developing good relationships with professors (n=1039)	3%	14%	42%	34%	8%
Getting information about required courses, prerequisites, etc. (n=1039)	2%	8%	35%	43%	12%
Getting the advising you needed (n=1038)	6%	19%	40%	28%	8%
Getting well-situated in your new residence (n=1035)	2%	5%	21%	52%	21%
Feeling like you fit in with others (n=1037)	2%	6%	23%	47%	22%
Your transition, overall (n=1039)	1%	3%	21%	57%	19%

Work

Did you work at a job on a regular basis for pay or work study any time during Spring Quarter? (n=1061)	Yes: regular job	Yes: work study	Yes: both	No				
	21%	5%	1%	74%				
How many hours a week did you typically work at this job and any other jobs you may have held during Spring Quarter? (n=279)	1-5 Hrs	5-10	10-15	15-20	20-25	25-30	30-35	35+
	8%	21%	30%	18%	10%	8%	3%	3%

Academic Self-Concept

To what extent do you agree or disagree with each of the following statements:	1=Strongly disagree	2	3=Neither	4	5=Strongly agree
I expect to be a very successful student at Western. (n=1010)	49%	40%	8%	2%	1%
I feel comfortable talking to professors after class and during office hours (n=1024)	32%	40%	14%	12%	2%
My long-term education plans are very clear to me (n=1003)	27%	33%	14%	17%	10%
I have the study skills I need to be a successful student (n=1018)	32%	46%	13%	8%	2%
I feel I am a part of the university community. (n=1023)	30%	42%	17%	8%	3%
I am very certain of my major field of interest (n=1003)	30%	31%	10%	16%	14%
I have important, new friendships with other Western Students. (n=1028)	60%	28%	6%	4%	2%
Family concerns have interfered with my academic work (n=1005)	4%	12%	17%	23%	44%
I feel Western's campus is a safe place to live (n=1023)	63%	31%	5%	1%	1%

To what extent would you agree or disagree that each of the following is a true or accurate statement about the kind of person you are?	1=Strongly disagree	2	3	4=Neither	5	6	7=Strongly agree
When a course is difficult, I tend to give up or only study the easy parts. (n=138)	30%	25%	15%	24%	5%	1%	1%
I work hard to do well in a class even if I do not like what we are doing. (n=138)	1%	7%	9%	21%	25%	17%	19%
If I study correctly, then I know I will learn the material in my courses. (n=138)	2%	4%	7%	23%	23%	22%	21%
It is my own fault if I do not learn the material in a course. (n=138)	4%	4%	15%	25%	24%	15%	12%
If I don't understand material, it's usually because I don't try hard enough. (n=138)	11%	8%	18%	25%	24%	9%	5%
I'm confident I can do well on assignments and tests in my courses. (n=135)	2%	2%	7%	17%	40%	22%	11%
I'm confident that I can understand the most complex material presented in the courses I take. (n=138)	2%	4%	14%	30%	28%	16%	7%
I'm certain I can master the skills being taught in my classes. (n=138)	2%	2%	10%	25%	35%	19%	7%
I always expect that I will do very well in my classes. (n=138)	2%	2%	14%	25%	33%	16%	7%

Transferring

Over the next few years, how likely are you to transfer to another university? (n=363)

Definitely will	Probably will	Probably won't	Definitely won't
-----------------	---------------	----------------	------------------

4%	12%	45%	39%
----	-----	-----	-----

Over the next few years, how likely are you to transfer to a two-year college? (n=378)

Definitely will	Probably will	Probably won't	Definitely won't
-----------------	---------------	----------------	------------------

2%	3%	14%	82%
----	----	-----	-----

How likely are you to graduate from WWU? (n=377)

Definitely will	Probably will	Probably won't	Definitely won't
-----------------	---------------	----------------	------------------

48%	41%	9%	2%
-----	-----	----	----

How long do you think it will take for you to finish your bachelor's degree? (n=391)

< 4 years	4 years	4-5 years	5 or more	Don't know	Don't expect to finish
-----------	---------	-----------	-----------	------------	------------------------

13%	36%	45%	2%	4%	1%
-----	-----	-----	----	----	----

How long do you think it will take you to finish your bachelor's degree (not including any teaching or other additional internships that you might need to graduate)? (n=651)

< 4 years	4 years	4-5 years	5 or more	Don't know
-----------	---------	-----------	-----------	------------

11%	38%	46%	3%	2%
-----	-----	-----	----	----

How likely is it that you will transfer from Western to another college or university before you graduate? (n=651)

1=Extremely Unlikely	2	3	4=Uncertain	5	6	7=Extremely Likely
----------------------	---	---	-------------	---	---	--------------------

31%	25%	11%	13%	9%	4%	7%
-----	-----	-----	-----	----	----	----

Academic Reflection

Thinking about your academic strengths, weaknesses, and learning styles, how much have you thought about each of the following.	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
The strategies that help you learn the best. (n=243)	4%	12%	33%	20%	18%	9%	5%
Your academic strengths and weaknesses. (n=241)	3%	7%	25%	27%	21%	12%	5%
The extent to which others have academic difficulties similar to your own. (n=240)	6%	20%	34%	19%	13%	7%	2%

Motivation

To what extent would you say each of the following statements accurately describes your approach and your work in academic courses?	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
I prefer material that really challenges me so I can learn new things. (n=138)	10%	18%	23%	15%	15%	10%	9%
It is important to me that I get better grades than most other students. (n=138)	6%	14%	28%	22%	12%	14%	5%
The most satisfying thing for me in a course is trying to understand the content as thoroughly as possible regardless of what grade I get. (n=138)	7%	15%	33%	25%	9%	7%	6%
The most important thing for me right now is my overall grade point average, so my main concern in my classes is getting good grades. (n=138)	4%	15%	25%	25%	15%	9%	8%
When I have the opportunity, I choose course assignments so that I can learn, even if they do not guarantee a good grade. (n=137)	7%	20%	40%	16%	4%	10%	4%
I want to do well in my classes because it is important to show my ability to my family, friends, employer, or others. (n=138)	4%	12%	23%	21%	17%	10%	12%

Study Styles

When you studied for an important course or exam, to what extent did you...	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
...practice saying the material to yourself over and over? (n=149)	10%	18%	23%	15%	15%	10%	9%
...read your notes and the course readings over and over? (n=150)	2%	7%	20%	25%	18%	17%	11%
...make lists of important terms for the course and memorize the lists? (n=148)	5%	10%	23%	22%	18%	14%	8%
...try to understand material by making connections between the readings and what you hear in class? (n=150)	1%	10%	17%	28%	22%	15%	7%
...try to relate ideas to those in other courses whenever possible? (n=149)	4%	11%	24%	24%	19%	13%	6%
...try to relate the material from the readings to what you already knew? (n=150)	1%	3%	18%	27%	23%	20%	7%
...write brief summaries of the main ideas from readings and things you learned in class? (n=148)	23%	31%	22%	13%	6%	4%	1%
...outline the material from the readings and your class notes to help you organize your thoughts? (n=150)	19%	19%	23%	15%	14%	4%	7%
...go through the readings and your class notes and try to find the most important ideas? (n=148)	3%	9%	17%	22%	22%	18%	10%
...make charts, diagrams, or tables to help you organize course material? (n=150)	27%	26%	23%	13%	5%	3%	3%
...usually study in a place where you could concentrate on your work? (n=150)	1%	9%	19%	23%	22%	16%	10%
...make good use of your study time? (n=148)	2%	17%	27%	24%	16%	10%	5%
...find it hard to stick to a study schedule? ...make sure you kept up with the weekly readings and assignments? (n=149)	7%	20%	22%	20%	15%	11%	5%

Learning Styles							
As a student, to what extent do you...	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
...find yourself trying to decide if there is good evidence to support a theory, interpretation, or conclusion presented in class or in something you read?. (n=137)	10%	18%	23%	15%	15%	10%	9%
...treat course material as just a starting point and try to form your own ideas about it? (n=136)	2%	12%	42%	24%	12%	5%	3%
...find yourself thinking about possible alternatives to assertions or conclusions that you read or hear in a class? (n=137)	2%	7%	34%	29%	17%	7%	4%
...find yourself thinking about other things and as a result miss important points being made in class or in a reading? (n=136)	3%	24%	21%	29%	11%	8%	4%
...ask yourself questions to make sure you understand the material you have been reading or studying in a class? (n=137)	3%	12%	31%	34%	11%	4%	4%
...go back and try to understand the meaning of concepts from class or reading that you don't understand well? (n=136)	2%	9%	28%	24%	22%	11%	5%
...try to change the way you study and prepare in order to fit with course requirements and an instructor's teacher style? (n=137)	7%	4%	25%	28%	19%	12%	6%
...try to think through a topic and decide what you are supposed to learn from it rather than just reading it over when studying? (n=137)	4%	13%	30%	26%	18%	4%	4%
...set goals to direct your activities during time set aside for studying? (n=136)	6%	9%	24%	27%	19%	7%	8%
...try to do school work on your own, without help from anyone, even if you are having trouble learning the material? (n=137)	2%	13%	23%	26%	15%	13%	8%
...ask the instructor to clarify concepts you do not understand well? (n=134)	7%	19%	31%	22%	16%	5%	2%
...ask a student in your class for help when you can't understand something? (n=137)	5%	15%	29%	26%	17%	4%	6%
...try to explain the material to a classmate or friend as a way of studying? (n=137)	5%	13%	34%	20%	18%	5%	5%
...work with others from a class to complete your individual assignments? (n=137)	12%	18%	27%	27%	8%	5%	4%
...set aside time to discuss the course material with a group of students from a class as a way of studying for a course? (n=136)	18%	22%	27%	18%	7%	7%	2%

Attitudes							
Please indicate how much you agree or disagree with each of the following statements.	1=Strongly disagree	2	3	4=Neither	5	6	7=Strongly agree
I feel confident that information on the internet is valid and I can rely upon it for understanding any topic and writing a paper on it. (n=242)	7%	16%	20%	27%	21%	7%	2%
The ideas I had before starting last fall about what college would be like, turned out to be pretty accurate. (n=241)	5%	14%	20%	23%	27%	10%	0%
My family will have little to no influence over what courses I take at Western. (n=241)	5%	10%	15%	22%	19%	16%	15%
There is only one reality so it doesn't matter whether you interpret it from the perspective of the arts, the social sciences, the humanities, or the natural sciences. (n=241)	24%	15%	11%	39%	4%	5%	2%
Whether a person is interested in business, natural science, the arts, humanities, or social sciences, there is little to be gained in taking courses in disciplines or areas not related to your major. (n=242)	30%	28%	15%	17%	6%	3%	1%
People have an obligation to give back to the community by doing volunteer work or participating in other civic activities. (n=241)	4%	7%	8%	25%	28%	14%	15%
Doing volunteer work or engaging in other civic activities is not likely to contribute much to my educational outcomes and academic success. (n=242)	23%	24%	19%	24%	7%	2%	1%
There are many value systems in society, but really only one that is right. (n=242)	48%	18%	10%	16%	4%	1%	3%
People should do more than just tolerate differences in values and lifestyles, they should try to understand them and recognize them as having the same validity as their own. (n=239)	3%	3%	5%	14%	16%	18%	42%

Resources

Did you use any of the following resources during fall quarter?	Did not use	Used			
Academic Advising Center (n=654)	62%	38%			
Tutorial and Academic Skills Center (n=654)	62%	38%			
Student Outreach Services (n=1032)	90%	10%			
Disability Services (n=1033)	94%	6%			
Registrar's Office (n=1032)	45%	55%			
New Student Services (n=1031)	86%	14%			
Financial Aid Office (n=1033)	61%	39%			
Career Services Center (n=1030)	84%	16%			
Ethnic Student Center (n=1029)	91%	9%			
Health and Wellness Services (n=1030)	53%	47%			
If you used the resource, how satisfied were you with the services you received?	Not at all satisfied	Somewhat satisfied	Very satisfied	Extremely satisfied	
Academic Advising Center (n=249)	16%	52%	27%	5%	
Tutorial and Academic Skills Center (n=249)	8%	48%	31%	13%	
Student Outreach Services (n=104)	7%	42%	34%	17%	
Disability Services (n=61)	10%	36%	31%	23%	
Registrar's Office (n=566)	4%	45%	42%	9%	
New Student Services (n=147)	5%	46%	38%	10%	
Financial Aid Office (n=402)	7%	39%	42%	12%	
Career Services Center (n=168)	10%	53%	27%	10%	
Ethnic Student Center (n=91)	4%	35%	31%	30%	
Health and Wellness Services (n=488)	5%	34%	40%	21%	